

## INSTRUCTIONS FOR REPORTING EARLY CHILDHOOD OUTCOMES FOR 2005-2006

One of the new requirements of the Individuals with Disabilities Education Improvement Act (IDEIA) is that states submit annual reports on the progress made by children receiving special education services. For children 6-21 years of age, progress is determined by the children's performance on state assessments required under No Child Left Behind (NCLB); for children 0-5 years of age, the Early Childhood Outcomes Summary determines progress. There are three early childhood outcome areas: (1) positive socio-emotional skills, (2) acquiring and using knowledge and skills, and (3) taking appropriate action to meet needs. For 2005-2006, we will **only need to report baseline data** for children in Part B section 619 (i.e., Vermont's Essential Early Education programs). Starting next year, comparisons of young children's level of functioning upon entry into the early childhood special education program and their functioning upon exit from the program will be used to indicate the child's progress.

Vermont's forms for collecting early childhood outcomes summary data are included. First complete the Individual Child Outcomes forms and then the Composite form. Please follow the instructions carefully. If you have any questions, do not hesitate to contact Kate Rogers ([katerogers@education.state.vt.us](mailto:katerogers@education.state.vt.us) or 828-5115) or Manuela Fonseca ([manuelafonseca@education.state.vt.us](mailto:manuelafonseca@education.state.vt.us) or 828-3850). Thank you!

### Individual Child Outcomes Summary Forms:

You must complete the **ENTRY sections** of the Individual Child Outcomes Summary Form for **each child** in your EEE program who **meets all of the following criteria**:

- Entered the EEE program between July 1, 2005 and June 30, 2006 (Entry is defined as the date the child's eligibility meeting was held.) **and**
- Will continue to receive EEE services after July 1, 2006

To complete the Individual Child Outcomes Summary Form, follow these steps:

1. Fill in the child's full name and date of birth.
2. Under "Process for Deciding Entry & Exit Ratings," fill in the ENTRY section ONLY. Record the names and roles of all of the people who participated in determining the child's outcomes summary ratings. **Do not fill in** the EXIT section at this time.
3. Review the CHILD SUMMARY RATINGS again. Refer to these during your group's discussions. Try to arrive at a consensus for each rating; if consensus is not possible, go with the majority.
4. OUTCOME AREA 1 – **ONLY fill in the ENTRY row of the chart.** Under "rating" write in one number (7-1) that reflects the child's level of functioning in this area. Under "rationale for ratings or explanation of progress," write a brief summary of what evidence your rating is based upon.
5. OUTCOME AREA 2 & OUTCOME AREA 3 – Follow the same instructions given above for Outcome Area 1.
6. File the Individual Child Outcomes Summary form with the completed entry ratings in the child's folder.

**Child's Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
day month year

### Process for Deciding Entry & Exit Ratings:

<b>ENTRY Ratings:</b> Date entry summary ratings were completed:
Persons Involved in deciding the ENTRY summary ratings (name, role):
<b>EXIT Ratings:</b> Date exit summary ratings were completed:
Persons Involved in deciding the EXIT summary ratings (name, role):

**CHILD SUMMARY RATINGS:**

Directions: Refer to the following summary rating scale and definitions when completing the early childhood outcomes. Remember to consider the child's level of functioning in the area across a variety of settings and situations. (In 2005-6, ONLY complete ENTRY ratings for the children who entered the program in 2005-6.)

### Definitions of Outcomes Ratings

Definitions of Outcomes Ratings		
Completely	7	Child demonstrates skills expected for his/her age in all or almost all everyday situations. Behaviors and skills are considered typical for age. No concerns about delays on any of the components of the global outcome area.
	6	Some concerns that may need to be monitored exist.
Somewhat	5	Child demonstrates skills expected some of the time across situations. Behaviors and skills tend to be scattered between appropriate and not appropriate. Child's behaviors may be viewed as more like a slightly younger child. Some behaviors may interfere with the child's ability to achieve age-expected skills. Child <i>may</i> require additional adult support for follow-through of tasks.
	4	Between Somewhat and Emerging
Emerging	3	Child does not yet demonstrate skills expected of a child of his/her age in any situation. Behaviors and skills include immediate foundational skills upon which a child can build age-expected skills. Child's behaviors may be viewed as more like a younger child. Some behaviors may interfere with the child's ability to achieve age-expected skills. Child requires additional support for follow-through of task.
	2	Between Emerging and Not Yet
Not Yet	1	Child does not yet demonstrate behaviors and skills expected of a child of his/her age in any situation. Behaviors do not include immediate foundational skills upon which a child can build age-expected skills. Child's behavior may be viewed as those of a much younger child. Some behaviors seriously interfere with the child's ability to access or be available to achieve age-expected behavior and skills. Child requires additional support most of the time.

**OUTCOME AREA 1 - POSITIVE SOCIO-EMOTIONAL SKILLS (includes social relationships)**

This area involves the child's level of functioning when relating to adults and relating to other children. It includes the child's skills in: expressing emotions and feelings, engaging in social interactions and play, learning rules and expectations, and establishing attachment/separation/autonomy.

**To what extent does this child show behaviors and skills related to positive socio-emotional development that are appropriate for his or her age across a variety of settings and situations?**

	Rating	Rationale for Ratings or Explanation of Progress
<b>ENTRY</b> (Fill in rating 1-7)		
<b>EXIT</b> (Fill in rating 1-7)		
<b>PROGRESS</b> (Circle yes or no)	Yes No	

**OUTCOME AREA 2 - ACQUIRING AND USING KNOWLEDGE AND SKILLS**

This area involves the child's level of functioning related to thinking, problem solving, using symbols and language, reasoning, remembering, understanding the physical and social worlds. It includes the child's skills in: expressive language and communication, early concepts (e.g., classification, spatial relations, symbols, etc.), imitation, and for very young children, object permanence.

**To what extent does this child show behaviors and skills related to acquiring and using knowledge and skills that are appropriate for his or her age across a variety of settings and situations?**

	Rating	Rationale for Ratings or Explanation of Progress
<b>ENTRY</b> (Fill in rating 1-7)		
<b>EXIT</b> (Fill in rating 1-7)		
<b>PROGRESS</b> (Circle yes or no)	Yes No	

**OUTCOME AREA 3 - TAKING APPROPRIATE ACTION TO MEET NEEDS**

This area involves the child's level of functioning as it pertains to taking care of their basic needs, getting from place to place, using tools, and contributing to their own health and safety. This outcome includes: integrating motor skills to complete tasks, self-help skills, and acting on the world to get what one wants.

**To what extent does this child show behaviors and skills related to taking appropriate action to meet needs that are appropriate for his or her age across a variety of settings and situations?**

	Rating	Rationale for Ratings or Explanation of Progress
<b>ENTRY</b> (Fill in rating 1-7)		
<b>EXIT</b> (Fill in rating 1-7)		
<b>PROGRESS</b> (Circle yes or no)	Yes No	

## **Early Childhood Outcomes (ECO) Reporting for 2005-06 Frequently Asked Questions**

### **I. EARLY CHILDHOOD OUTCOMES AREAS & SUMMARY RATINGS**

#### **1. Why are we reporting on three outcome areas rather than on the five developmental domains?**

The federal Office for Special Education Programs (OSEP) requires that we report on the three outcome areas. The outcomes were chosen based on stakeholder input and recommendations by the ECO Center. Many stakeholders expressed concern that using an approach that separates children's development into discrete domains is not consistent with the integrated nature of how young children develop and goes against integrated and interdisciplinary intervention models. Additionally, since the emphasis in working with young children with disabilities is on developing functional skills, the three child outcomes are critical functional outcomes young children need to be successful in every day activities and routines. These outcomes incorporate but also integrate developmental domains.

#### **2. What are the three outcome areas?**

##### **OUTCOME 1 – Positive Socio-Emotional Skills**

This area involves the child's level of functioning when relating to adults and relating to other children. It includes the child's skills in: expressing emotions and feelings, engaging in social interactions and play, learning rules and expectations, and establishing attachment/separation/autonomy.

##### **OUTCOME 2 – Acquiring and Using Knowledge and Skills**

This area involves the child's level of functioning related to thinking, problem solving, using symbols and language, reasoning, remembering, and understanding the physical and social worlds. It includes the child's skills in: receptive/expressive language and communication, early concepts (e.g., classification, spatial relations, symbols), imitation, and for very young children, object permanence.

##### **OUTCOME 3 – Taking Appropriate Action to Meet Needs**

This area involves the child's level of functioning as it pertains to taking care of his or her basic needs, getting from place to place, using tools, and contributing to his or her own health and safety. This outcome includes: integrating motor skills to complete tasks, using self-help skills, and acting on the world to get what one wants.

#### **3. What is the ECO Summary Scale?**

The ECO Summary Scale is a 7-point scale used to capture a child's current level of functioning across a variety of settings and situations that make up his/her day. Rating decisions should convey the child's typical functioning across typical settings, not his/her capacity to function under ideal circumstances. Briefly, the ratings are as follows:

7 – Completely: The child demonstrates behaviors and skills considered typical for his/her age. There are no concerns about delays.

6 – Between 7 & 5: There are some concerns which should be monitored.

5 – Somewhat: The child's behaviors and skills tend to be scattered; at some times and/or in some situations, the child's behaviors are age appropriate. The child's level of functioning is characteristic of a slightly younger child. Sometimes, adult assistance may be required.

4 – Between Somewhat & Emerging

3 – Emerging: The child does not yet demonstrate behaviors and skills expected of a child his/her age in any situation. However, the child does demonstrate immediate foundational skills upon which the child can build age-expected skills. The child's functioning is more like that of a younger child.

2 – Between Emerging & Not Yet

1 – Not Yet: The child does not yet demonstrate age-expected behaviors and skills; the child also does not demonstrate the immediate foundational skills upon which to build age-expected skills. The child's functioning is like that of a much younger child. The child requires adult assistance most to all of the time.

**4. How should I rate a child who uses hearing aids? Do I consider the child's functioning with or without the hearing aids?**

Ratings of children who require assistive technologies or special accommodations should reflect the child's level of functioning using whatever assistive technology or special accommodations are present over a variety of settings (preschool, home, childcare). However, if assistive/accommodations devices are not used consistently across settings, then the child's functioning should be rated accordingly.

**5. If a child entered my EEE program back in September 2005, do I record ratings based on her current level of functioning?**

No, EEE teachers and teams should discuss how the child functioned when she first entered your program back in September 2005, and use those ratings as the entry data for the child. A file review (assessments, observations, interviews, daily notes) and/or calls to parents, related service providers, preschool teachers, childcare providers, and others should be able to provide the necessary information needed to make a retrospective rating determination. (Note: This is the only year that a retrospective rating will be needed.)

**6. As the EEE coordinator/teacher, can I determine each child's summary ratings by myself?**

No, a team-wide effort should be used to assign ratings for each outcome area. Your team can seize this opportunity for quality discussion. To determine a child's entry level, ratings are based on **type of evidence** (assessments, observations, interviews, anecdotal notes, etc) and **source of evidence** (parents, preschool teachers, caregivers, related service providers, and others). The **source of evidence** plays a critical role in the determination of ratings for each child. As you know, the 7-point rating scale is very subjective; therefore, determining ratings for each child in each outcome area may differ greatly among team members. Each team member's unique perspective is equally important and should be considered in the determination of ratings for each child in each outcome area, thus coming to an 'across the board' team consensus. Hopefully the phrase, "We're all on the same page!" will be heard and reiterated throughout Vermont.

## **II. CHILDREN TO INCLUDE IN 2006-7 REPORTING**

### **1. Which EEE students do I include in this report?**

Include children who were found eligible for EEE services, entered your EEE program between July 1<sup>st</sup>, 2005 and June 30<sup>th</sup> 2006, and who will continue in your EEE program for the 2006-07 school year.

### **2. The preloaded composite form sent to us from the DOE includes EEE students who will be going to kindergarten in 2006-07. Do I report on these children as well?**

No, cross off (in pencil) the names of children listed on the composite early child outcomes summary ratings-entry data (section A) form who will leave EEE to transition to kindergarten in 2006-07.

### **3. I continue to case manage EEE eligible students in kindergarten. Do I include the EEE children I now have and who I will continue to serve in kindergarten in the early childhood outcome data collection?**

Yes, since these children will continue to receive EEE services in kindergarten, you should provide entry ratings for them. Case management is a type of service, so the children will still be receiving EEE services and should be included.

### **4. What does the term ‘entered’ mean?**

Children who were found eligible for EEE services and began receiving services between July 1<sup>st</sup>, 2005 and June 30<sup>th</sup> 2006 are children who ‘**entered**’ your program. Children who transition from FITP to EEE have been guaranteed ‘**entry**’ into your EEE program without need of further evaluation to determine eligibility. Thus, they ‘**entered**’ your EEE program upon their third birthday.

### **5. I have a child who transitioned into my program from FITP in May of 2005 and has received services over this past year, but his 3 year re-evaluation was completed in April 2006. Should I include him in this report?**

Yes, the child whose 3 year re-evaluation (i.e., initial Part B evaluation) is completed within the outcome entry timeframe, should be entered due to the fact that new assessment information has been gathered on the child. In this case, the child’s entry ratings should reflect the child’s functioning at the time of the 3-year re-evaluation.

## **III. DATA COLLECTION & TIMELINES**

### **1. Are we only reporting entry data?**

Yes, since this is the first Early Childhood Outcomes report, you will only report ‘entry’ data on EEE students who entered your program between July 1<sup>st</sup>, 2005 through June 30<sup>th</sup> 2006 and who will continue in your program for the 2006-7 school year.

## **2. When will we begin to report exit data?**

Exit data will be required in the 2006-7 report that will be due next year, July 15, 2007. By October 2006, you will receive training on the collection and reporting of 'exit' data.

## **3. Where do I find the permanent numbers for our new students?**

Typically the permanent numbers are housed with your special education director's child count application files. The information for the EEE students listed on your preloaded composite outcome summary forms was generated from Child Count 2005 data. These students should have their permanent numbers listed. Students who were identified for special education **after** the December 1<sup>st</sup> 2005 Child Count will not receive permanent numbers until they are reported to the DOE for the 2006 Child Count. Therefore, if you are adding new children to your list, just be certain to write in their names and birthdates on Section B of the composite child outcomes summary ratings form.

## **4. Will I need to continue collecting entry data on children after June 30, 2006?**

Yes, this is an on-going reporting process. As children enter your EEE program, the team should determine the child's level of functioning for each of the three outcomes and record those on an *individual child form*. Since Vermont is required to report annual early childhood outcomes data to OSEP through the year 2010, it will be necessary for EEE programs to report data to the DOE at least for the next few years.

# **IV. CHILDREN TRANSITIONING FROM FAMILY, INFANT & TODDLER PROGRAMS**

## **1. How do I report children who transition from the Family Infant Toddler Program?**

Enter those children who have transitioned into your program from FITP within the timeframe stated above and will continue in your program for the 2006-07 school year. Children who transition from FITP are automatically eligible for EEE and do not need to be re-evaluated for eligibility (unless the core team deems it necessary). The entry ratings for the child should reflect his level of functioning when he entered the EEE program.

## **2. Do FIT programs have to collect child outcomes data as well?**

Yes, by September 2006 all FITP regional host agency staff will be trained in the Early Childhood Outcomes for children birth to age three. Currently (May 2006), FITP is conducting three pilot site trainings. The pilot sites are Chittenden, Franklin/Grand Isle, and Orange/Windsor.

## **3. Will we eventually be able to use FITP exit data for EEE entry data?**

This is yet to be determined although it does make practical sense. However, we must further explore this option at the state level in collaboration with the FITP administrative staff.

## **V. COMINGS AND GOINGS**

### **1. I have a child who moved into my district from a neighboring district. Do I use the sending district's entry data?**

Not at this time. Please complete a new **Individual Child Outcomes Summary Form** for the child who transferred into your district based on his level of functioning at the time of entry into your program. In the future, there *may* be the possibility of simply using another district's determination of a child's level of functioning. However, since at this point we are all just beginning to familiarize ourselves with each outcome area and the 7-point rating scale, it would be better for your team to make its own determinations.

### **2. Do we need to complete the entry data for each new child who enters our EEE program right upon entry? It's hard for our team to determine an accurate rating of the child's functional level when we don't have a chance to really get to know him.**

No, you don't need to complete the entry data on the day the child enters your program. Your team can determine the child's level of functioning for the 3 outcome areas **within two months of the child entering your EEE program.**